

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[] Public or [X] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Kristen M. Thome

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name St Thomas More Parish School

(As it should appear in the official records)

School Mailing Address 5927 Wigton Dr

(If address is P.O. Box, also include street address.)

City Houston State TX Zip Code+4 (9 digits total) 77096-4797

County Harris State School Code Number* 101-100-142

Telephone 713-729-3434 Fax 713-721-5644

Web site/URL http://www.stthomasmore-school.org E-mail kthome@stmorennews.com

Twitter Handle https://twitter.comSTMParish Facebook Page https://www.facebook.comStThomasMorePari
School shSchool Google+ _____
Other Social Media Link _____

YouTube/URL _____ Blog _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. George Laird
(Specify: Ms., Miss, Mrs., Dr., Mr.,

Other) E-mail: glaird@archgh.org

District Name Archdiocese of Galveston-Houston Tel. 713-741-8704

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Mark Airola
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- Elementary schools (includes K-8)
 Middle/Junior high schools
 High schools
 K-12 schools
- TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☒ Urban or large central city
☐ Suburban with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural
3. 27 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	42	43	85
K	22	24	46
1	18	32	50
2	23	26	49
3	23	23	46
4	18	17	35
5	26	23	49
6	27	22	49
7	28	30	58
8	19	26	45
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	246	266	512

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 6 % Asian
 - 20 % Black or African American
 - 26 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 47 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 2%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	9
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	3
(3) Total of all transferred students [sum of rows (1) and (2)]	12
(4) Total number of students in the school as of October 1	509
(5) Total transferred students in row (3) divided by total students in row (4)	0.024
(6) Amount in row (5) multiplied by 100	2

7. English Language Learners (ELL) in the school: 1 %
5 Total number ELL
 Number of non-English languages represented: 8
 Specify non-English languages: Greek, Tagalog, Spanish, Vietnamese, Portuguese, Polish, French, and Nigerian Languages.
8. Students eligible for free/reduced-priced meals: 22 %
 Total number students who qualify: 112

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 2 %
39 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

0 Autism	1 Orthopedic Impairment
0 Deafness	1 Other Health Impaired
0 Deaf-Blindness	0 Specific Learning Disability
0 Emotional Disturbance	0 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	0 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	36
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
Paraprofessionals	7
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 14:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	97%	97%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes X No

If yes, select the year in which your school received the award. 1993

PART III – SUMMARY

Since St. Thomas More Parish School began educating students, the school has been faithful to its mission expressed in the tagline “Reaching Minds, Touching Hearts, Shaping Souls.”

In 1965, the doors of St. Thomas More Parish School opened to the first student body, grades 1 through 8, with a population of 513 students. Then, the majority of the student body came from within a 10 mile radius with 98 percent of the students being members of the parish. Now, with the growth of Houston metropolitan area and changing demographics, students come from a much wider geographic area which encompasses three counties, 54 zip codes, and membership at 29 churches. Enrollment for the 2013-2014 school year is 512 students, PreK 3 through the 8th grade, including 70 second-generation and three third-generation students. St. Thomas More Parish School is fully accredited by Texas Catholic Conference Education Department (TCCED) and AdvancedED (SACS).

St. Thomas More School families reflect the socio-economic diversity and the multi-cultural population of Houston. Like the city, the school is comprised of minorities where no ethnic/racial group has a majority. Although it is primarily a middle class parish and school, every effort is made to financially aid parents who have a strong desire for a Catholic education for their children through the school's financial aid program. The average scholarship assistance, including tuition reduction per student, is \$2000 per year.

Sensitive to the needs of the school community, the following programs and spaces have been added:

- Kindergarten (1981)
- Before and After School Care (1986)
- School Cafeteria and Preschool Building (1987)
- Science Lab (1993)
- School and Parish Gym (2009)

Today the school campus consists of 28 classrooms, cafeteria, library, science lab, art room, computer lab, two gymnasiums, music room, clinic, a preschool playground and elementary playground, and an athletic field.

The continuing commitment of the school community to academic excellence makes St. Thomas More Parish School one of the most sought-after schools in the area. Over 60% of the students enrolled in kindergarten will graduate from this institution, reflecting the stability of the population. St. Thomas More School has a reputation for being a strong academic environment with a diverse and extensive list of extracurricular activities to meet the interests and needs of its students. Since its advent, STM has recognized the need for multicultural education and has a strong Spanish language program, reaching students in all grades. Technology is evident in every classroom and integrated seamlessly into daily instruction. The goal of this educational process is the success of each student, both cognitively and affectively, regardless of ability level.

The educational program at STM, though limited by finances, reaches a wide range of students. The Mastery Center accommodates the learning disabled student. The Title I Program supports students who struggle in math and reading. Similarly, the academically gifted student is challenged through enrichment classes in math, language arts, and science. Teachers, using innovative ideas and methods, encourage the on-level student to reach his/her full potential.

Much evidence attests to the strength and success of the scholastic program. In 2014, STM won the coveted Sweepstakes Trophy for the seventh time in the past eight years at the St. Pius X Middle School Academic Rally, where twenty archdiocesan schools competed in academic tests across all disciplines, including on-site drawing, pre-submitted creative writing and art, and oral competitions in Spanish and French. On average, forty percent of the 7th grade students qualify annually for the Duke University Talent Identification Program (TIP). Last year, thirteen of fifty-seven graduates were awarded scholarships to area private schools which totaled \$46,000. Eighty-two percent of the graduating class was accepted into college

preparatory high school programs. In December 2013, the newly formed Robotics team captured first place in the First Lego League (FLL) qualifying tournament. St. Thomas More boasts a strong athletic program. There are thirteen competitive teams: co-ed soccer, girls volleyball, girls and boys basketball, boys baseball, and co-ed track and field.

The major focus of the educational program is to make each student a responsible individual: spiritually, morally, socially and educationally. To accomplish this, the administration and faculty have designed a unique "Plan For Success" and "Formative Discipline Program"; both include mentoring of the student-in-need and helping him/her to achieve personal academic or behavioral success.

With the advent of the 50th anniversary of the school, we seek the nomination for doing the "ordinary" with an extraordinary amount of dedication of the school's greatest resource, its teachers. We seek the nomination for making the student, as an individual, the most important participant in the educational process. As we endeavor to uncover the special qualities and gifts hidden in each child, we find that we have created a unique educational environment that challenges each child to reach his/her potential and value his/her uniqueness.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

1a.St. Thomas More systematically incorporates different assessment tools throughout its curricula to measure academic performance at all grade levels. STM adopts both norm-referenced and criterion-referenced assessments to help measure students' performance levels and mastery of core subject areas (e.g., reading comprehension, language mechanics, and mathematics).For the past four years, STM has administered theIowa Tests of Basic Skills (published by The Riverside Publishing Company, copyright 2008)which provided longitudinal data to enrich ongoing teaching strategies and curriculum development especially in identifying educational deficiencies and strengths of a particular grade level.

Individual test scores are graphed for the purpose of noting students' strengths and weaknesses. These scores, along with in-class student assessments of subject content material, allow for students to be placed in appropriate skill-level class sections.The administration noted when analyzing the data from these tests that STM students in all grades consistently perform in the 70th percentile and above in most subject areas compared to other students in the same school system.Any class weaknesses identified by these tests are designed for re-evaluation and reviewed during subsequent years of instruction.

St. Thomas More is also guided by a set of benchmarks, required by the Archdiocese of Galveston-Houston curriculum guides, which are used to measure whether students' instructional objectives have been achieved. For example, mastery of a particular benchmark is demonstrated when a student scores 80% or higher on a measurable objective during in-class criterion-referenced testing.

1b.Over a five-year period, the administration has noted consistent and/or improved academic performance for students at STM, with the strongest performance seen in mathematics. Math excellence can be attributed to the teachers' commitment to the principles inherent in Everyday Mathematics program, time allotments in the schedule to practice and master concepts, on-site math software that challenges and reinforces concepts, and academic competitions.

Similarly, recent data collected from the Iowa Test of Basic Skills (ITBS), which compares the school grade levels with national and local area students, shows that STM students regularly perform between one and two grade equivalents above their current grade level. In addition, under-performance in tested skills observed in the early grades (third, fourth, and fifth grades) usually improve significantly in junior high grades.

Teachers use the data from standardized tests, such as the Iowa Test of Basic Skills noted above, to drive their subject area objectives. After reviewing the scores in particular subject areas, teachers set goals and make plans to reinforce areas of weakness and enrich areas of strength. Thus, the deficiencies observed in tested skills are addressed systematically throughout the curriculum until mastery is demonstrated at the class level.

In addition, each student's individual test score is graphed for the purpose of noting strengths and weaknesses. Class weaknesses are identified and areas are then targeted for re-evaluation of teaching methods and strategies. Specific objectives are incorporated into the targeted area and complementary correlated strategies are then implemented within the curriculum.

Teachers review the disaggregated test scores and identify clusters in which 11% or more of the students score below average or in which 65% or more score average. Teachers then determine how to modify content.Specific teaching strategies are written into the teachers' lesson plans to strengthen these targeted areas. Students are grouped according to areas of instructional needs in math and reading. Time allotments in the scope and sequence may be changed to ensure certain concepts are strengthened or enriched.

ITBS scores are among the criteria used to determine math and reading groups. The groups are fluid, allowing students to be moved to another group as the need arises. Standardized test scores guide the

teachers in the setting of goals for each of their subject areas. Teachers review the data from the previous year's testing and determine those areas in need of emphasis and those which may be enriched.

Deficiencies in reading comprehension have been observed in a subsection of the student population. STM has made a serious commitment to improve student literacy in this group of non-readers by investing in teaching materials and in altering teaching strategies to address this problem and close the reading achievement gap.

For improved outcomes in reading the following is being done:

- Extensive study of the reading curriculum with norm-referenced data and other criterion referenced assessments.
- Revisiting the horizontal and vertical alignment of the reading curriculum.
- Assessing the effectiveness of current reading materials with a view to purchase a more adequate reading series.
- Use of the Sadlier-Oxford Vocabulary, grades 2-8.
Using the Content Mastery Teacher to assist the non-readers in learning to read using a non-traditional method.
- Encouraging and training parents to assist young students to use web-based supplemental programs such as Spelling City, Tumble Books, Quizlet.
- Encourage recreational reading through incentive-based programs: Principal's Summer Reading Challenge, Read Your Heart Out, Holiday Reading Log
- More efficient use of the Accelerated Reader Program and STAR Reader.

Teachers are committed through professional development opportunities to stretch their knowledge and learn new and more effective ways to help students become life-long readers.

2. Using Assessment Results:

STM uses a variety of assessment data (i.e., standardized achievement test scores, results of teacher-made tests and writing assignments, student grades, curriculum-based tests, etc.) to analyze and improve overall student and school performance. Formal procedures of assessing student performance involve the analysis of standardized test scores. The mean grade point scores are compared year to year to ensure that a full year's growth is achieved in each subtest. These scores guide the teachers in the setting of goals for each of their subject areas. To determine the specific goals, teachers review the components of the test scores and identify clusters in which 11% or more of the students scored below average or in which 65% or more scored average.

Similarly, student writing and testing is evaluated through various means. Teachers may utilize a profile approach (holistic/analytic) which uses intuitive judgments of readers (peers and/or teachers) as they respond to a whole composition. Checklist evaluations (or rubrics) may be used to ensure the inclusion of specific types of information in the content of the writing.

Student achievement is reported in various ways. Standardized test scores are communicated to parents annually. Teachers post information via Edline weekly, which automatically inform students and parents via email when new postings, such as grades or assignments, are made. Traditionally, graded and completed class-work is distributed weekly in Tuesday take-home folders. Teachers notify parents about student academic progress via email or by phone when deemed necessary.

There are numerous opportunities for teachers, parents, and students to discuss overall academic progress and achievement. Although parents are always encouraged to schedule a meeting at any time, there are several designated periods throughout the year, when parent/teacher conferences are organized. Teachers meet with students and parents at mid-quarter and at the end of the grading periods to discuss subpar academic or behavioral performance. These meetings provide an opportunity for teachers and parents to agree to an individualized learning plan for underachieving students. An academic/behavioral remediation

team meets in level assembly to devise a plan for success based on the student's needs. A faculty mentor conferences daily with the student to determine the level of success attained. At week's end, the student is rewarded for tasks achieved, or, if necessary, new goals are outlined.

STM consistently oversees the effectiveness of the curriculum programs by reviewing the following student assessments, including: quarterly progress reports and report cards, standardized test results, and high school entrance tests. Within the past five years, teachers have been developing courses where technology plays an ever-growing role. STM has made a substantial investment in developing a digital environment to help students and teachers achieve academic success. Every junior high student is assigned a netbook to complete online assignments. Due to their efficacy as teaching tools and ease of implementation, teachers incorporate smart response systems, such as Socrative, during classroom instruction. These online tools not only assess students' understanding of course material, but also provide an efficient way to reinforce long-term retention.

3. Sharing Lessons Learned:

The St. Thomas More School administration and faculty are active in many committees and boards in the Galveston/Houston Archdiocese. The staff holds memberships in the following professional organizations: HCDE, ACL, AMLE, ASCD, CAPE, ISTE, NAESP, NCEA, TASC, TEPSA, KTOTS, and NAEYC.

The principal is on the Advisory Board for the Catholic School Cooperative. She is a founding member of the Archdiocesan School Council, chaired the Policy Committee for the Archdiocese, and is an active member of the Archdiocesan Core Curriculum Committee. In 2013 the principal chaired the NCEA's annual national convention.

Faculty members of STM have presented at national and local conferences. Most recently three of our faculty members have presented workshops (computer applications in education and religious vocations) at the NCEA convention in Houston in 2013 and will be presenting again at the NCEA Convention in Pittsburgh in 2014. Preschool and elementary staff members have presented at the Galveston/Houston Early Childhood Association meetings on topics that include math readiness and technology.

The Dean of Students has addressed the Chamber of Commerce and the local Knights of Columbus chapter regarding the overview and successes of St. Thomas More.

Twelve of the faculty have served on accreditation teams for archdiocesan schools being accredited by the TCCED. The principal has served as accreditation chair for many schools outside of the archdiocese. The librarian is the chaplain of Catholic Library Association, Bishop Byrne Chapter. At the bi-annual meetings, participating schools share ideas on reading strategies, presentations by students, vendors and examine the appropriateness of current literary works. She is also a member of the American Library Association Profession and Texas Librarian Association.

STM technology coordinator serves on the Archdiocesan Technology Committee and shares in the development of the vision and curriculum for the archdiocesan school system. The technology coordinator is frequently called upon as a resource for other schools.

The Director of the Preschool at St. Thomas More is the president of the Galveston/Houston Early Childhood Association. Her responsibilities include: setting monthly agendas and in-service opportunities for early childhood teachers.

STM teachers have been successful in publishing ideas in professional magazines; topics include: Right to Life, Tips for Technology Integration in the Classroom, Saint of the Month Program.

St. Thomas More serves as a mentoring facility for the University of St. Thomas and Region IV. The Principal and faculty members have acted as mentors and advisors for student teachers and teachers seeking alternative certification.

4. Engaging Families and Community:

The primary strategy that STM has found for student success is the increase in the lines of communication between the parents and the school. Parents have immediate access to any faculty/staff member through e-mail and voicemail. Teachers respond within 24 hours to parent concerns and requests. Parents appreciate the quick response and are made to feel an integral part of their child's educational success.

Other avenues of technology used between home and school include:

- Website to include teacher web pages
- Weekly newsletter -- includes principal's notes, school nurse comments, library activities, as well as sporting events and calendar reminders.
- Class e-mails
- Facebook -- keeps parents apprised of students' daily activities in the classroom and on field trips
- Edline -- grades and academic memos
- IRIS gives immediate school notifications via telephone and e-mail.

In August, sixth, seventh, and eighth grade students have individual grade level orientations. Each class is given the opportunity to meet to form a cohesive group and meet their teachers. Students are made aware of expectations of the grade and opportunities provided to them.

Before the school year begins, students with their parents (PreK-8) meet individually with their homeroom teacher. This affords the opportunity for the teacher to learn about the child's interests and experiences. Parents establish a relationship with the child's teacher and have their concerns mitigated.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

St. Thomas More School provides a core curriculum based on the Archdiocesan Curriculum Guides which is enriched, extended, or differentiated to meet the individual needs. Education in fine arts, physical education, and Spanish are valued as integral parts of the instructional program. The curriculum is designed to stimulate curiosity, develop critical thinking skills, and encourage students to be life-long learners.

The learning standards are the benchmarks as outlined in each curriculum guide. A benchmark is a reference point used to measure whether a student's outcome has been achieved. Benchmarks are objectives to be mastered and validated during a specific school year. Mastery is when 80% of the students score 80% or higher on a measurable objective. Validation is recorded by the teacher and required by the TCCED.

Language Arts: The language arts curriculum contains four major components -- reading, written and oral communications, and research. Reading includes phonetic awareness, vocabulary development, fluency, comprehension of genres, themes, fiction/non-fiction, and poetry. Oral and written communication includes the understanding of the conventions of language when speaking and writing. Writing includes the process of expository, procedural, and persuasive text. Research includes gathering sources, synthesizing information, organizing and presenting ideas. The ultimate goal of the language arts curriculum is to have the students become proficient readers and writers of the English language.

Mathematics: The mathematics curriculum is spiral in nature. Concepts such as number sense, algebraic and geometric awareness, data analysis and probability, computation, and problem-solving are repeated and developed through each grade level. Students engage in individual and collaborative learning activities using manipulatives, games, paper/pencil activities and technology to develop critical thinking skills. In addition to basic proficiency in the core math areas, students' learning is enriched through their increased ability to apply mathematical concepts to everyday situations.

Science: The science curriculum is anchored by Science a Closer Look series. The hands-on, investigative inquiry curriculum provides opportunities for students to experience what they are learning through participation and application. The guiding principles of STEM education is used to nurture students to become creative, innovative, and critical thinkers. The essence of this program is scientific inquiry which is supported by forty percent of class-time devoted to investigative experiences.

Social Studies: The core skills and concepts of the social studies program encompass political science, sociology, economics, history, and geography. Social studies at STM is enhanced by field trips which are designated to complement the core curriculum. For example, the 8th grade studies American history and visits the State Capitol and presidential libraries; 7th grade studies Texas history and visits the Alamo and missions of Texas. From map skills to economics, learning is enhanced through projects, virtual tours, and speakers.

Physical Education and Health: The physical education and health curriculum teaches the skills and knowledge needed to maintain a healthy lifestyle. P.E. differentiates instruction through a variety of cooperative games, exercise/dance set to music and individual goals to promote fitness, mobility/flexibility, and sportsmanship. Health/nutrition instruction is also taught in the individual classrooms. Students participate in the National Presidential Fitness program.

Foreign Language: Spanish is taught to all students grades PK-8. All seventh and eighth grade students receive daily Spanish instruction for a trimester. With these 45 instructional hours, STM is in explicit compliance with the foreign language requirement and exceeds the standard of 30 minutes a week. The program uses Teaching Proficiency through Reading and Storytelling (TPRS). This method promotes speaking and writing fluency, listening, and reading comprehension skills. It is multi-sensory and meets the needs of various learning styles. Students learn words through movements and gestures. Students develop an

ear for language and the ability to use it in real-life settings. Teachers provide insight into the people, places and customs of Latin America.

Technology: Technology education develops keyboarding skills and emphasizes learning through hands-on activities. Through cross-curricular practices, students become knowledgeable through a wide range of applications. The major areas of study include the Microsoft products, Web 2.0 tools (wikis, podcasts, blogs), and Skype for collaborative projects within our school and with classrooms in other parts of the world.

Art/Music: The art program motivates creativity and confidence in each student. Students work in 2-D and 3-D media. Projects capture visual elements and principles of art and design. Students' unique projects have received acclaim at the annual St. Pius X Academic Rally.

Music fundamentals are enhanced by the students' use of Yamaha keyboards. Students in all grades learn to how to sing, read notes, and gain an appreciation of different music genres. The 6th grade original opera production is an extension of the music program.

2. Reading/English:

The reading curriculum includes ninety minutes of daily instruction. Houghton Mifflin Reading Program is taught with fidelity kindergarten through 5th grade. Prentice Hall Literature is instituted in Jr. High and segues with the local Catholic high school curriculum. The program provides the essential elements of reading instruction: decoding, fluency, vocabulary, comprehension, content literacy, student engagement, and writing.

To establish and enrich cognition in listening, speaking, reading, and writing, STM implements balanced literacy approach. Students engage in rigorous reading and writing experiences such as read-alouds, independent and peer reading, small group guided reading, interactive writing, and literature discussion groups.

Spalding Method (Writing Road to Reading) is introduced in kindergarten and continues through second grade. STM feels this facet of decoding enhances word recognition and ultimately comprehension. Sight words and whole language approach are taught throughout the school. Other enhancements include grade-level novels and weekly library visits. The use of Accelerated Reading tests and prizes for points earned encourage recreational reading.

Students are exposed to diverse reading experiences. Junior high students examine classical literature from Shakespeare, Dickens, Poe, and Doyle. Modern authors include Bradbury, Hemingway, Frost, Silverstein, and Konigsburg. Another source of pride is recognition from high schools of students' knowledge of mythology. Notable projects/programs include: A Christmas Carol, Heroes, Gods and Monsters of Greek Myths, plays of Shakespeare, Beowulf, Iliad, and Odyssey.

Fourth graders read *From the Mixed-up Files of Mrs. Basil E. Frankweiler*, visited a local Renaissance Fair and created period historic projects. Parents were invited to their Renaissance Festival. Extensions of the primary grade reading program include Readers' Theatre for grades two and three and first grade plays.

Title I Specialist provides individualized instructional programs for students who fall below the 40th percentile. Students are allowed to participate in the program throughout the year. Teacher mentors and student Beta Club tutoring are also available for students who are below grade level. Teachers provide parents with strategies that can be utilized at home to improve students' literacy skills. Coupled with classroom differentiated instruction, this layered approach accelerates student progress.

Junior high students are assigned netbooks, which play an integral part to improve skills such as typing essays and note-taking. Students use technology to develop an e-portfolio, which tracks the progress of ongoing digital projects, and how to use technology to design and deliver effective presentations. Guest speakers share their professional experiences regarding the importance of good communication skills.

3. Mathematics:

The goal of STM's mathematics program is to enable students to become mathematically literate. This curriculum centers on problem solving, patterns, predictions, procedures, and proofs. Math Their Way begins in PreK. A hands-on approach lends to daily life. Everyday Math is implemented kindergarten-sixth grade. Seventh and eighth graders learn Brown, Smith and Dolciani's Basic Algebra and Glencoe's Algebra I. Students explore relations and functions, number and numeration concepts, operations and computation, probability, statistics and graphing, measurement, algebra and geometry skills.

Pupils are given opportunities to work cooperatively, use technology, address relevant and interesting mathematical ideas, and experience the power and usefulness of mathematics. They utilize manipulatives and technology, as well as standard pencil and paper computation, in order to develop a concrete understanding of the concepts and interrelatedness of the principles.

Students experience the relationship between geometry and art; they develop an awareness of monetary and measurement systems. Pupils gather and graph statistical data related to subjects across the curriculum. Manipulatives are implemented at all levels, from M&M counters in primary to algebra gear in 7th and 8th grade. Students apply critical thinking skills most when involved in problem solving.

Pacing of instruction is geared to student abilities based on pretesting of objectives. This ensures that enrichment is provided for all students. Students are involved in such activities as building models to scale, constructing geometric thread designs, tessellations, online interactive games, and videos. Many of these activities are cooperative learning. In primary classes, role playing as customers and cashiers develop making/counting change, estimation, and problem solving. Higher grades create graphs and word problems through polls and collaborative work. More learning takes place with groups and centers.

Site-based programs assist all levels of students. A variety of assessments are used, including timed fact tests, oral exams, clickers, and Socrative. Students are required to show 70% mastery on unit tests. Those who do not are provided with help and retesting. Title I, teacher mentors, and Beta Club are all available for struggling students.

Higher-order thinking skills are developed through daily word problems, visual-perception problems, sequencing and patterns, and real-world application problems. Technology, such as interactive white boards and individual student response systems are utilized in each classroom. Jr. High students participate in on-line math competitions, as well as local math competitions sponsored by local Catholic high schools. STM students have received top honors in competitions in recent years.

4. Additional Curriculum Area:

St. Thomas More Parish School maintains a strong Catholic identity and a rich tradition of faith through a commitment to systematic catechesis and participation in activities that help us live our faith daily. Within the school, the liturgical year is celebrated. Homeroom students choose a patron saint and receive their saint's medal on All Saints' Day. On the first Monday of Advent, the pastor blesses each class and dedicates the room to the patron saint. As Christmas draws near, eighth graders display their manger scenes made from recycled objects. Spanish Club sponsors Las Posadas, and seventh graders prepare a scriptural presentation of the Nativity.

As Fat Tuesday gives way to the penitential season of Lent, the students receive "shoelace tags" imprinted with Walk with Jesus as a reminder of Lent's true meaning. On Ash Wednesday, all junior high students participate in a retreat. During Lent, paper chains of students' Lenten promises decorate the hallway. An all-school retreat on Holy Thursday culminates in a scriptural presentation of the Passion by the eighth graders.

Respecting the gift of life, students pray 40 Days for Life, collect goods and money for the Gabriel Project, and design their own pro-life t-shirt. Through an interdisciplinary study of the Holocaust, students learn acceptance and tolerance.

To enrich the faith lives of our families, parents are invited to a Faith & Family Night four times a year. Annually, the school sponsors a coffee to acquaint the fourth and fifth grade parents in using the Sadlier Family Life parent books effectively.

Students take leadership roles in weekly Mass as lectors, cantors/choir members, ushers, altar servers, and gift bearers. Students participate in many service projects: Coins for Casa, SVDP Society Thanksgiving baskets, Christmas Giving Tree for our military, medical mission supplies, and school supplies for an inner city school and a school in Fiji. Homerooms make Christmas and Valentine cards for the military, the elderly, and adopt a Prayer-Pal medical missionary. During Lent, school families provide services the elderly or shut-ins. Eighth grade students adopt a needy child in a foreign country.

Students participate in the following activities: Your Life in Three Words; No Lying Challenge; Sunday Reading Quizzes; Preschool weekly prayer services; Recitation of the Rosary in the school's Prayer Garden; Bible verse quizzes; Lenten Prayer buddies. Eighth graders enjoy an off-campus overnight retreat.

5. Instructional Methods:

The instructional program at St. Thomas More School, in recent years, has been driven by the research in brain-based learning, differentiated instruction, and learning styles. More than twenty teachers attended Teaching with the Brain in Mind and Engage to Achieve workshops. These workshops had a profound impact on the instructional strategies which the teachers employ.

Brain-based learning prompted the reduction in the number of classes for the seven and eighth graders and the creation of the SAM program. Students choose a class, Spanish, Art, Music/computer and take it for five days a week for a trimester rather than once a week year long.

Third grade has an unusually high number of students needing accommodations. All third graders were given MP3 players loaded with classical music to allow them to concentrate and to reduce distractibility. Students are actively engaged with creative and seamless integration of technology, virtual tours and speakers, interactive games, e-textbooks, audio books, Skype, complementary subject software applications, hands-on activities, manipulatives, and personal netbooks in grades 6-8.

The emphasis of the entire instructional program is the development of the individual and the nurturing of that individual to his/her full potential in a class setting. Active participation of the students is key to learning. Smaller groups allow students more one-to-one time with the teacher and more opportunity to be an active participant in the instructional process. Groups are determined by the instructional needs of the students. Using past performance, placement tests, teacher input, standardized test results, and parental input, these flexible groups are designed around the pacing of instruction and not intelligence. The student's social interaction with peers is considered and every student is placed with a friend or two.

STM offers three reading and math groups, grades 1 through 8. Groups may be designated enriched or on-level. Students academically able in those subjects are placed in the classes wherein the instruction is faster paced and horizontally enriched.

Students who have testing results which indicate that they need accommodations in the classroom are also served within the school's Content Mastery Center. Preferential seating, modified assignments, multisensory instruction, one-to-one tutoring and mentoring are a few ways teachers differentiate and accommodate students. A computer-based ESL program (English in a Flash) is also available.

The Title I program serves those students who fall below the 40th percentile in reading and math. Students, during non-core classes and after school, participate in a computer-based program overseen by a teacher who can give them additional one-to-one help.

6. Professional Development:

St. Thomas More offers its faculty a myriad of professional development opportunities. Faculty/staff begin the school year with a three-day in-service. Speakers are brought in to energize and direct ways to capitalize

on the staff's strengths. There is time for level meetings where faculty set academic goals and coordinate activities. Department meetings provide an opportunity for a plan of fluid teaching.

The Counselor and Content Mastery Teacher are on hand to discuss accommodations for those students with special needs. A Plan for Success binder is given to every teacher as a reference guide for each of these students.

In-house staff meetings are held weekly to address global concerns. Teachers also meet in small groups to coordinate lessons on a department or grade level. Level coordinators work closely with administration and faculty so the expectations of the school and archdiocese are achieved. Most importantly, the common goal of serving the specialized and various needs of the students are met.

Each October, teachers attend the archdiocesan conference day. Faculty learn of global concerns and the focus of the archdiocese. Guest speakers provide fresh ideas to aid teachers for the year. Regional meetings allow teachers of a particular subject to meet and brainstorm strategies that work for them. The faculty is able to pursue additional conferences and workshops by using the Title II funding and monies provided by the school budget. Teachers attend the annual ISTE Technology Fair and bring technology back to the entire staff. Teachers have integrated lessons, tests, and projects to complement the students' online books and netbooks.

Past conferences have included: Eric Jensen's brain-based learning seminars, NCEA (National Catholic Education Association), NCTM, AMLE, CAMT Conference, NMSA, KTOT, iEngage, Preventing Bullying and Cyberbullying, How to Be an Effective Teacher by Dr. Wong, TAAEPD Conference, Edline/Gradequick, Texas Art Educators Conference, Engaging 21st Century Minds, Teacher Tuesdays at the Museum of Natural Science, TCEA summer technology training, and workshops sponsored by the University of Texas Medical Branch/Galveston, TX.

Attendance at each workshop is tied to the improvement of curriculum and instruction methodology in the corresponding content area. Because of the sharing and educational advancement, the administration is quite supportive of faculty pursuit of innovation, technology, and aids for differentiated instruction. Staff development is an important part of St. Thomas More's commitment to lifelong learning.

7. School Leadership

The Principal of St. Thomas More Parish School is responsible and accountable for the general administration of the institution. The present administration strongly believes that each member of the faculty is responsible for the school, and shares in its successes and its failures. Each member of the faculty and staff is expected and empowered to share in the leadership and decision-making through active participation in all facets of the educational process and through the delegation of various responsibilities.

The Dean of Students and the school Counselor assist the principal in monitoring the academic and behavioral success of each student. The Dean and the Counselor spend more than fifty percent of their time seeing students on a one-to-one basis and coping with individual needs.

The Level Coordinators (for the Primary, Intermediate, Jr. High groups) meet with the principal each week to coordinate calendars, discuss issues unique to grade levels, strategize, initiate activities, and discuss the concerns of the teachers.

Teachers assume responsibilities as curriculum coordinators, level coordinators, sponsors of student activities and campus clubs, initiators of new programs, peer evaluators, and student mentors. Instructional leadership is a cooperative effort of the principal and the curriculum coordinators who are chosen for their particular expertise in an academic field. It is the responsibility of these individuals to: coordinate and monitor the curriculum throughout the school; serve as a resource person and advise faculty of trends; assist teachers to improve instructional strategies; maintain an inventory of curriculum materials; organize and head the committee to adopt new textbooks; and help in the preparation of the budget for curriculum areas.

Parental leadership and volunteerism is critical to the continued success of the school. St. Thomas More parents give more than 15,000 hours of service to the school yearly. A key group is the School Board, an advisory group that provides strategic input to the principal regarding key initiatives and policies. The Board members lead sub-committees on marketing, technology, Catholic identity, facilities, and educational excellence.

Parents exercise leadership and participation in the school community through the Parent Teacher Organization (PTO), the Booster Club, Room Parents, chairs of Oktoberfest, the annual auction gala, library volunteers, field trip chaperones, and opera volunteers. STM parents can be counted on to support any project the school may sponsor. Parental involvement in the school community has fostered open communication, strength, and spirit among the faculty and parents.

PART VI - NON-PUBLIC SCHOOL INFORMATION

The purpose of this addendum is to obtain additional information from non-public schools as noted below.

1. Non-public school association(s): Catholic

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No
3. What are the 2013-2014 tuition rates, by grade? (Do not include room, board, or fees.)

2013-2014 Tuition

Grade	Amount
K	\$7351
1	\$7351
2	\$7351
3	\$7351
4	\$7351
5	\$7351
6	\$7351
7	\$7351
8	\$7351
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student? \$7872
(School budget divided by enrollment)
5. What is the average financial aid per student? \$2013
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 14%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 54%

PART VII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>ITBS; SAT (2008-2009)</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>Riverside (2008) Pearson (2003)</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	78	79	61	75	80
Number of students tested	27	44	43	53	44
Percent of total students tested	90	100	100	98	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Black/African American					
Average Score		68	59		
Number of students tested		11	11		
2. Hispanic					
Average Score	65	85	64		
Number of students tested	11	10	11		
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>ITBS; SAT (2008-2009)</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>Riverside (2008) Pearson (2003)</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	79	64	77	70	81
Number of students tested	45	42	46	43	55
Percent of total students tested	95	86	87	96	92
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Black/African American					
Average Score	64	63			
Number of students tested	13	13			
2. Hispanic					
Average Score	83		72		
Number of students tested	10		16		
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>ITBS; SAT (2008-2009)</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>Riverside (2008) Pearson (2003)</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	75	84	70	75	86
Number of students tested	45	48	38	58	45
Percent of total students tested	100	84	86	97	96
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Black/African American					
Average Score	68				
Number of students tested	12				
2. Hispanic					
Average Score		82	61		
Number of students tested		17	11		
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>ITBS; SAT (2008-2009)</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>Riverside (2008) Pearson (2003)</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	80	71	74	73	90
Number of students tested	50	49	57	61	56
Percent of total students tested	89	94	95	95	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Black/African American					
Average Score		63	72		
Number of students tested		12	14		
2. Hispanic					
Average Score	78	66	61		
Number of students tested	21	13	15		
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>ITBS; SAT (2008-2009)</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>Riverside (2008) Pearson (2003)</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	73	73	79	82	80
Number of students tested	47	58	56	62	59
Percent of total students tested	96	97	89	97	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Black/African American					
Average Score	67	72	71		
Number of students tested	12	14	15		
2. Hispanic					
Average Score	73	67	71		
Number of students tested	13	19	15		
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>ITBS; SAT (2008-2009)</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>Riverside (2008) Pearson (2003)</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	82	83	90	80	88
Number of students tested	55	59	57	58	55
Percent of total students tested	97	91	92	97	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Black/African American					
Average Score	80	79	82		
Number of students tested	12	18	17		
2. Hispanic					
Average Score	74	70	86		
Number of students tested	13	14	13		
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>ITBS; SAT (2008-2009)</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>Riverside (2008) Pearson (2003)</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Jan
SCHOOL SCORES					
Average Score	79	74	65	77	71
Number of students tested	27	44	41	50	43
Percent of total students tested	90	100	95	93	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Black/African American					
Average Score		64	60		
Number of students tested		11	11		
2. Hispanic					
Average Score	64	78	61		
Number of students tested	11	10	11		
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>ITBS; SAT (2008-2009)</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Riverside (2008) Pearson (2003)</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	73	68	82	74	75
Number of students tested	45	42	47	45	57
Percent of total students tested	94	86	87	100	93
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Black/African American					
Average Score	66	65			
Number of students tested	13	13			
2. Hispanic					
Average Score	78		82		
Number of students tested	10		16		
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>ITBS; SAT (2008-2009)</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>Riverside (2008) Pearson (2003)</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	69	83	70	75	78
Number of students tested	40	47	38	60	46
Percent of total students tested	93	86	86	100	94
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Black/African American					
Average Score	65				
Number of students tested	12				
2. Hispanic					
Average Score		80	60		
Number of students tested		17	11		
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>ITBS; SAT (2008-2009)</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>Riverside (2008) Pearson (2003)</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	80	75	75	68	85
Number of students tested	52	49	57	62	56
Percent of total students tested	93	94	95	97	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Black/African American					
Average Score		69	68		
Number of students tested		12	14		
2. Hispanic					
Average Score	81	72	69		
Number of students tested	21	13	15		
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>ITBS; SAT (2008-2009)</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>Riverside (2008) Pearson (2003)</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	77	77	74	76	74
Number of students tested	48	58	57	63	59
Percent of total students tested	98	97	91	98	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Black/African American					
Average Score	68	75	70		
Number of students tested	12	14	15		
2. Hispanic					
Average Score	68	71	62		
Number of students tested	13	19	15		
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>ITBS; SAT (2008-2009)</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>Riverside (2008) Pearson (2003)</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	80	78	83	76	82
Number of students tested	55	62	57	59	55
Percent of total students tested	97	95	92	98	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Black/African American					
Average Score	72	75	75		
Number of students tested	12	18	17		
2. Hispanic					
Average Score	78	68	77		
Number of students tested	13	16	13		
3. Other 3					
Average Score					
Number of students tested					

NOTES: